**My Digital World - Prep**

* [Positive online behaviours](http://www.education.vic.gov.au/management/lol/educate/mydigitalworld/mdwprep.htm#H2N1000B)
* [What’s real?](http://www.education.vic.gov.au/management/lol/educate/mydigitalworld/mdwprep.htm#H2N1003A)
* [Protecting my online identity](http://www.education.vic.gov.au/management/lol/educate/mydigitalworld/mdwprep.htm#H2N10064)

**Positive online behaviours**

Focus: Cyberspace Manners  
VELS: Level 1  
Objective: For students to develop an understanding of polite and safe ways of communicating online.

**Teaching ideas**

[Teaching idea 1: My web world – positive online behaviour](http://www.cybersmart.gov.au/Schools/Teacher%20resources/Lower%20primary/The%20acma%20units%20of%20work.aspx) - ACMA Cyber[smart:] - Selection (pages 6-7) of activities from this unit:

* Communicate politely and safely
* Apply online etiquette
* Concluding activities

**What’s real?**

Focus: What’s real online?  
VELS: Level 1  
Objective: For students to develop and understanding of the difference between real and fictional content and real people and fictional characters.

**Discussion prompts**

Bring in a selection of books (picture story books and non-fiction books) about people the students would recognise, such as sportspeople, celebrities or media personalities. Read one or two of the picture story books and discuss the non-fiction books. Which of the characters in these are books real? How do they know?

**Teaching ideas**

[My web world: What is real?](http://www.cybersmart.gov.au/Schools/Teacher%20resources/Lower%20primary/The%20acma%20units%20of%20work.aspx) - ACMA Cyber[smart:] - unit

**Protecting my online identity**

Focus: My online identity  
VELS: Level 1  
Objective: For students to develop the understanding that, there is a difference between personal information that should be kept private and personal information that is safe to share, and not everyone they meet is trustworthy.

For these tasks, students are introduced to Hector’s World, an animation supported by lesson plans, to teach young students about the importance of keeping their personal details safe.

**Teaching ideas**

[My Web World: Positive online behaviour](http://www.cybersmart.gov.au/en/Schools/Teacher%20resources/Lower%20primary/The%20acma%20units%20of%20work.aspx) – ACMA Cyber[smart:] - Choose from the selection (pages 4-5) of activities from this unit on identifying private information and which information should be shared.

**My Digital World - Years 1 and 2**

* [Cyberspace Manners](http://www.education.vic.gov.au/management/lol/educate/mydigitalworld/mdw1to2.htm#H2N1000B)
* [What’s real?](http://www.education.vic.gov.au/management/lol/educate/mydigitalworld/mdw1to2.htm#H2N10047)
* [Protecting my online identity](http://www.education.vic.gov.au/management/lol/educate/mydigitalworld/mdw1to2.htm#H2N10071)
* [Protecting my online privacy](http://www.education.vic.gov.au/management/lol/educate/mydigitalworld/mdw1to2.htm#H2N10097)
* [Understanding cyberbullying](http://www.education.vic.gov.au/management/lol/educate/mydigitalworld/mdw1to2.htm#H2N100D8)

**Cyberspace Manners**

Focus: Positive Online Behaviours  
VELS: Level 2  
Objective: For students to develop an understanding of polite and safe ways of communicating online.

**Discussion prompts**

1. What are some ways in which we show good manners at home and at school?
2. How can we show good manners when using the internet?

**Teaching ideas**

[My web world: positive online behaviour](http://www.cybersmart.gov.au/Schools/Teacher%20resources/Lower%20primary/The%20acma%20units%20of%20work.aspx) - ACMA Cyber[smart:] selection (pages 6-7) of activities from this unit:

* Communicate politely and safely
* Apply online etiquette
* Concluding activities

**What’s real?**

Focus: What’s real online?  
VELS: Level 2  
Objective: For students to develop and understanding of the difference between real and fictional content and real people and fictional characters.

**Discussion prompts**

Bring in a selection of books (picture story books and non-fiction books) about people the students would recognise, such as sportspeople, celebrities or media personalities. Read one or two of the picture story books and discuss the non-fiction books. Which of the characters in these are books real? How do they know?

**Teaching ideas**

[My web world: What is real?](http://www.cybersmart.gov.au/Schools/Teacher%20resources/Lower%20primary/The%20acma%20units%20of%20work.aspx.) - ACMA Cyber[smart:] unit

**Protecting my online identity**

Focus: My online identity  
VELS: Level 2  
Objective: For students to develop the understanding that, there is a difference between personal information that should be kept private and personal information that is safe to share, and not everyone they meet is trustworthy.

For these tasks, students are introduced to Hector’s World, an animation supported by lesson plans, to teach young students about the importance of keeping their personal details safe.

**Teaching ideas**

[My Web World: Positive online behaviour](http://www.cybersmart.gov.au/en/Schools/Teacher%20resources/Lower%20primary/The%20acma%20units%20of%20work.aspx) – ACMA Cyber[smart:] Choose from the selection (pages 4-5) of activities from this unit on identifying private information and which information should be shared.

**Protecting my online privacy**

Focus: My Online Privacy  
VELS: Level 2  
Objective: For students to develop an understanding of how to assess if a person is trustworthy and the importance of turning to a trusted adult for help.

These tasks continue on from Episodes 1 and 2 from Hector’s World.

**Teaching ideas**

Teaching ideas 1, 2 and 3: Hector's World

* [View Episode 3: It’s a serious game](http://www.cybersmart.gov.au/Young%20Kids/Hectors%20World/Hectors%20World%20stories/Keeping%20your%20personal%20information%20safe/Episode%203.aspx) - complete the tasks provided in the accompanying [Episode 3 lesson plan](http://www.cybersmart.gov.au/Young%20Kids/Hectors%20World/For%20teachers/Your%20personal%20information%20online.aspx)
* [View Episode 4: The Info Gang](http://www.cybersmart.gov.au/Young%20Kids/Hectors%20World/Hectors%20World%20stories/Keeping%20your%20personal%20information%20safe/Episode%204.aspx) - complete the tasks provided in the accompanying [Episode 4 lesson plan](http://www.cybersmart.gov.au/Young%20Kids/Hectors%20World/For%20teachers/Your%20personal%20information%20online.aspx)
* [View Episode 5: Heroes](http://www.cybersmart.gov.au/Young%20Kids/Hectors%20World/Hectors%20World%20stories/Keeping%20your%20personal%20information%20safe/Episode%205.aspx) - complete the tasks provided in the accompanying [Episode 5 lesson plan](http://www.cybersmart.gov.au/Young%20Kids/Hectors%20World/For%20teachers/Your%20personal%20information%20online.aspx)

**Understanding cyberbullying**

Focus: Cyberbullying  
VELS: Level 2  
Objective: For students to identify bullying behaviour and understand that it can hurt others, recognise that cyberbullying is an inappropriate online behaviour and be provided with strategies to deal with cyberbullying that they can use as required.

Note: The discussion to introduce the topic of cyberbullying should be contextualised within the school’s Student Engagement Policy and the proactive steps to prevent any form of bullying, including cyberbullying. Teachers may wish to draw on this and use students’ input to complete a Venn diagram to show similarities and differences between bullying and cyberbullying.

These tasks continue on from Episodes 1 - 5 from Hector’s World.

**Teaching ideas**

* View the episode [Cyberbullying: You’re not alone a](http://www.cybersmart.gov.au/Young%20Kids/Hectors%20World/Hectors%20World%20stories/Copy%20of%20Cyberbullying/Cyberbullying%20-%20Youre%20Not%20Alone.aspx) - complete the tasks provided in the accompanying [lesson plan](http://www.cybersmart.gov.au/Young%20Kids/Hectors%20World/Hectors%20World%20stories/Copy%20of%20Cyberbullying/Cyberbullying%20-%20Youre%20Not%20Alone.aspx)
* Introduce students to the song[Cyberbullying: Turn it around](http://www.cybersmart.gov.au/Young%20Kids/Hectors%20World/Hectors%20World%20stories/Copy%20of%20Cyberbullying.aspx) and the [THINK acronym](http://www.cybersmart.gov.au/Young%20Kids/Hectors%20World/THINK.aspx)as ways of reinforcing cybersafe practices.

**My Digital World - Years 3 and 4**

* [Respect](http://www.education.vic.gov.au/management/lol/educate/mydigitalworld/mdw3to4.htm#H2N1000B)
* [What’s real?](http://www.education.vic.gov.au/management/lol/educate/mydigitalworld/mdw3to4.htm#H2N10067)
* [Protecting my online identity](http://www.education.vic.gov.au/management/lol/educate/mydigitalworld/mdw3to4.htm#H2N1012A)
* [Protecting my online privacy](http://www.education.vic.gov.au/management/lol/educate/mydigitalworld/mdw3to4.htm#H2N1017F)
* [Protecting myself from cyberbullying](http://www.education.vic.gov.au/management/lol/educate/mydigitalworld/mdw3to4.htm#H2N10230)

**Respect**

Focus: Positive Online Behaviours  
VELS: Level 3  
Objective: For students to develop an understanding of respectful ways of communicating online.

**Discussion prompts**

1. Introduce students to the term ‘respect’ (You could enter these terms into a children’s search engine such as [Ask Kids](http://www.askkids.com/)).
2. Go to the tips on netiquette at the [Cyber[smart:]](http://www.cybersmart.gov.au/Kids/Tips%20to%20stay%20safe%20and%20cybersmart/Netiquette.aspx) website and use as a further discussion stimulus
3. What are some ways we can demonstrate respect?  
   As a class, read and share the following articles from the Learn the Net website.
   * [Netiquette](http://www.learnthenet.com/english/html/09netiqt.htm)
   * [E-Mail Etiquette](http://www.learnthenet.com/english/html/65mailet.htm)

**Teaching ideas**

[Teaching idea 1: Getting connected – positive online behaviour](http://www.cybersmart.gov.au/Schools/Teacher%20resources/Middle%20primary/The%20acma%20units%20of%20work.aspx) - ACMA Cyber[smart:] - Selection (pages 7-9) of activities from this unit:

* Communicating politely and safely
* Understanding online netiquette
* Using emoticons
* Apply online netiquette
* Concluding activities.

**What’s real?**

Focus: What’s real online?  
VELS: Level 3  
Objective: For students to develop and understanding of how real friends can be different from online ‘friends’ and how people’s behaviour may change when they take on an online persona.

**Teaching idea**

Teaching idea 1: Being Who I Want to Be

Present the following scenario to the class:  
You wake up one morning and as you roll over in bed, you realise you are wearing an unusual watch you have never seen before and which has three tiny switches on it. Each switch gives you special powers:

* Switch 1: changes your physical appearance
* Switch 2: changes your clothing to anything you want
* Switch 3: gives you the power to be invisible when you choose.

Ask students to draw themselves as their new persona depicting changes to their physical appearance and clothing. Underneath their picture, ask students to write a brief description of themselves, including how they use the power to be invisible. On completion, students share their personas in groups or as a class.

**Discussion prompts**

1. How might their new persona change the way they behave – in good ways and bad ways? Why might this happen?
2. Why might some people choose to take on bad behaviours when wearing their watch?
3. Why might some people choose to take on good behaviours when wearing their watch?
4. Even though the watch could give the wearer special powers, would that make it alright for the wearer to behave badly or do the wrong thing? Why/why not?

**Teaching idea**

Teaching idea 2: Friendship

Show the class three short excerpts from Mortified (Australian Children’s Television Foundation, 2006: Taylor’s speech, [Being me - Part A](https://fuse.education.vic.gov.au/pages/View.aspx?pin=2GGZFG) and [Being me - Part B](https://fuse.education.vic.gov.au/pages/View.aspx?pin=T352ZS)). These clips show Taylor, the main character in Mortified, interacting with her friends and thinking about friendship. As you guide the students through this discussion about friendship and the differences between real friends and online friends, relate back to the earlier discussion on behaviour and online personas.

**Discussion prompts**

1. What is friendship?
2. Do you think Taylor and Hector are good friends? Why/why not?
3. How does Hector show his friendship towards Taylor? How does Taylor show her friendship towards Hector?
4. In her speech, Taylor says “The best thing that we’ve all gained here is friends.” Why do you think it is important to have friends?
5. Who are your friends – in and out of school? Why are they your friends?

Draw a T-chart and on one side, make a list of students’ suggestions of all the things that make a friend, e.g. they are kind, fun to be with etc.

1. Are there any websites students currently use where they have online friends?
2. Do they consider everyone they interact with online a ‘friend’? Why/why not?
3. What is an online friend? Add students’ suggestions to the other side of the T-chart.

Ask students to identify what are the similarities between real friends and online friends. What are the differences?

1. Why might some people not behave respectfully when they are online?
2. When you are online, how do you know your friends are who they say they are?
3. What might be some ways to stay safe online when you are using email or chatting/messaging with friends?
4. Compare students’ suggestions with the list of tips provided on the [Online Friends](http://www.cybersmart.gov.au/Kids/Tips%20to%20stay%20safe%20and%20cybersmart/Online%20friends.aspx) page of the Cyber[Smart:] Kids

**Teaching idea**

Teaching idea 3: Are you really a friend?

* View the video clip [The Boy Who Loved IM](http://www.netsmartzkids.org/uyn/boylovedim.htm) from Netsmartz
* What are the safety tips that are presented in the rap?
* Create a class rap or poem about ‘Knowing your online friends’.

**Further resources**

[SuperClubsPlus Australia](http://www.superclubsplus.com.au/)

[Protecting me and you – online reality](http://www.cybersmart.gov.au/Schools/Teacher%20resources/Upper%20primary/The%20acma%20units%20of%20work.aspx) - ACMA Cyber[smart:] unit

Building friendships unit from Values for Australian schooling: Building values across the whole school. Teaching and learning units (Primary), pp. 99-114. This unit is aimed at children aged 8 – 11 and could be used as a broader context within which to examine online friends and friendship.

[Safe Email Adventures](https://fuse.education.vic.gov.au/pages/View.aspx?pin=N84TBB) - Based on the novel Nim’s Island by Wendy Orr.

**Protecting my online identity**

Focus: My online identity  
VELS: Level 3  
Objective: For students to develop the understanding that, there is a difference between personal information that should be kept private and personal information that is safe to share, and strategies that can be used to protect one’s online identity and minimise harm.

**Discussion prompts**

1. Brainstorm examples of personal data, e.g., name, age, address.
2. What personal details should not be shared with strangers or posted online? Why/why not?
3. What personal details could digital images of you and your friends accidentally provide? e.g. School, sporting team, home address.
4. For further prompts, use the Contributing Questions from [Getting connected – positive online behaviours](http://www.cybersmart.gov.au/Schools/Teacher%20resources/Middle%20primary/The%20acma%20units%20of%20work.aspx) - ACMA (Cyber[smart:] unit

**Teaching ideas**

Teaching idea 1: Getting connected – positive online behaviours - ACMA (Cyber[smart:] unit - pages 1-7.

* Identify personal information
* Posting personal information online
* Online privacy
* Analysing personal information
* Visit appropriate websites with a trusted adult.

Teaching idea 2: Privacy playground – The first adventures of the three cyberpigs

[Privacy Playground](http://www.media-awareness.ca/english/games/privacy_playground/) is an online game developed by the Media Awareness Network (Canada), aimed at 8-10 year olds. The purpose of the game is to teach students how to spot online marketing strategies, protect their personal information and avoid online predators. Play the game as a whole class, using an interactive whiteboard, to generate discussion and vote on the correct answer to the quiz questions. A Teacher’s Guide, including handouts, can also be found on the site.

Explain to students that even though a site looks safe, they should always check with a parent/carer, teacher or other trusted adult before filling out any online form.

**Protecting my online privacy**

Focus: My Online Privacy  
VELS: Level 3  
Objective: For students to develop an understanding of the importance of keeping passwords secure, Terms and Conditions and Privacy Statements on websites and how these can impact on their online privacy, and strategies they can use to protect their online identity

View [The Passwords Rap](http://www.netsmartzkids.org/uyn/passwordrap.htm) from Netsmartz

**Discussion prompts**

1. What information on passwords does the rap present?
2. Why are passwords necessary when using technology?
3. When do you currently use passwords?
4. How do you create a strong password?

**Teaching ideas**

Teaching idea 1: Password Scenarios

Divide students into groups and give each group one of the scenarios below to discuss.

* Scenario 1: Hoang is in a hurry and needs to create a password in order to download a game online he wishes to join. He creates the password qwerty12.  
  Did Hoang make a safe choice? Why or why not? What other tips could he follow?
* Scenario 2: Isabella wants to choose a password she can easily remember and decides on allebasI1.  
  Did Isabella make a safe choice? Why or why not? What other tips could she follow?
* Scenario 3: Craig lives in Bendigo, Victoria—the home of the Bendigo Bombers. He is a big fan. Craig chose ‘bomberfan’ as his password.  
  Did he make a safe choice? Why or why not? What other tips could Craig follow?
* Scenario 4: Crystal chose her password by combining part of her first name, her pet’s name, and the numbers of her birth month to come up with the password ‘crysfido11’.  
  Has Crystal made a safe choice? Why or why not? What other tips could Crystal follow?

Teaching idea 2: Creating Strong Passwords

Have students individually create a strong password that Isabella, Hoang, Crystal or Craig could use. Suggest that they make up a sentence that is meaningful to them or use the first line in a favourite saying or song. For example, Craig could use “Go Bombers” to make the password “g0b0mb3rz

Students test the passwords they have made for Isabella, Hoang, Crystal or Craig in the [password meter](http://www.passwordmeter.com/). Students identify what changes may need to be made to improve their passwords based on the password tips that have been discussed.

**Discussion prompts**

Recall any websites they have used which require an online registration (eg. online game sites etc).

1. What details were required?
2. Was there an age requirement for registering?
3. Why would the website owners want this type of information?
4. What might be some possible dangers of filling in online forms?

Teaching idea

1. Go to the [Tate Kids](http://kids.tate.org.uk/) site using an interactive whiteboard and spend a few minutes showing students around the site.
2. Go to the [My Gallery](http://kids.tate.org.uk/mygallery/gallery_home) section of the site where students can post their own artwork. Click on the Sign Up link to take students to the registration page. Scroll through the page and discuss the details that are being requested – do students think this is a safe online form to complete – why/why not?
3. At the bottom of the form, click on Tate Kids Online Safety Guide. Take students through each letter of the Guide and discuss. The last letter, S, suggests Swot up on Terms and Conditions and Privacy Policy.
4. Ask students what they think is meant by Terms and Conditions and Privacy Policy? Why are these on websites?
5. Go back to the site’s home page http://kids.tate.org.uk/ and click on Terms and Conditions. Go through these with the class, including the adult section. Why are the Terms and Conditions necessary? Are they easy to understand?
6. Go back to the site’s home page and this time click on the Privacy Policy link. Why is this policy necessary? Is it easy to understand?
7. What precautions should students take when completing online registrations or completing online forms? Why is it important that a parent/carer, teacher or other trusted adult supervise or be aware of this?
8. Why should students talk to their parents/carers or a trusted adult if they have registered for a site or completed an online form they are concerned about?

**Further resources**

Students work in pairs and access the [random (password) website](http://www.randompassword.com/index.php?id=Basic) to create a password or a number of passwords. With their partner they discuss:

1. whether the passwords generated are strong passwords based on their knowledge of what makes a strong password
2. when this tool might be helpful to generate a password.

**Protecting myself from cyberbullying**

Focus: Cyberbullying  
VELS: Level 3  
Objective: For students to: analyse messaging behaviors that could be considered cyberbullying; define bystander and compare helpful and harmful bystanders; analyse behaviors that could be considered cyberbullying; generate solutions for dealing with a cyberbullying situation; identify outside organisations which have been set up to provide assistance.

Note: The discussion to introduce the topic of cyberbullying should be contextualised within the school’s Student Engagement Policy and the proactive steps to prevent any form of bullying, including cyberbullying. Teachers may wish to draw on this and ask students to complete a Venn diagram to show similarities and differences between bullying and cyberbullying. Students could complete this task individually first, then pair up with a classmate and compare their diagrams, before joining up with another pair to again compare. Each group could present their findings or complete the task as a whole class using and interactive white board.

**Teaching ideas**

Teaching idea 1: Group Think

Follow the lesson plan for [CyberSmart! – Group Think](http://cybersmartcurriculum.org/cyberbullying/lessons/4-5/group_think/), which includes two activities for students to complete. (This task provides a good opportunity to revise safe use of passwords).

Teaching idea 2: The Power Of Words

Follow lesson plan at [CyberSmart! – The Power of Words](http://cybersmartcurriculum.org/cyberbullying/lessons/4-5/the_power_of_words/), which includes two activities for students to complete.

Teaching idea 3: What Should I Do If I’m Cyberbullied?

* Following on from the two teaching ideas above, ask students what strategies are available to them if they are cyberbullied?
* Compare the class list with the tips found at: [Cyberbullying](http://www.cybersmart.gov.au/Kids/Tips%20to%20stay%20safe%20and%20cybersmart/Cyberbullying.aspx)
* information on assistance at [Bullying no way!](http://www.bullyingnoway.com.au/who/contacts-someone.shtml) and [Kids Help Line](http://www.cybersmart.gov.au/Report/Advice%20and%20help%20for%20children%20and%20young%20people.aspx).

Explain to students that there are outside organisations which have been set up to provide assistance. Highlight the information on assistance at [Bullying no way!](http://www.bullyingnoway.com.au/who/contacts-someone.shtml) and [Kids Help Line](http://www.cybersmart.gov.au/Report/Advice%20and%20help%20for%20children%20and%20young%20people.aspx).

**My Digital World - Years 5 and 6**

* [Know Your Netiquette](http://www.education.vic.gov.au/management/lol/educate/mydigitalworld/mdw5to6.htm#H2N1000B)
* [Who am I online? Who are my friends online?](http://www.education.vic.gov.au/management/lol/educate/mydigitalworld/mdw5to6.htm#H2N100D1)
* [Protecting my online identity](http://www.education.vic.gov.au/management/lol/educate/mydigitalworld/mdw5to6.htm#H2N101B0)
* [Protecting my online privacy](http://www.education.vic.gov.au/management/lol/educate/mydigitalworld/mdw5to6.htm#H2N102BA)
* [Protecting myself from cyberbullying](http://www.education.vic.gov.au/management/lol/educate/mydigitalworld/mdw5to6.htm#H2N10331)

**Know Your Netiquette**

Focus: Positive Online Behaviours  
VELS: Level 4  
Objective: For students to develop an understanding of respect and positive and responsible conventions when communicating using a range of digital technologies and the internet

**Discussion prompts**

1. Introduce students to the term ‘respect’. Students could look up this term in a dictionary and thesaurus, both electronic and hardcopy, compile and come up with definitions the whole class can agree on.
2. Invite students to describe situations where they have experienced respectful and non-respectful behaviours online.

**Teaching ideas**

Teaching idea 1: Respect survey

Using [Survey Monkey](http://www.surveymonkey.com), develop a ten-question quiz to survey your class in the finer points of respect or students could interview their classmates and create a video about respect.

Teaching idea 2: Do you know your netiquette?

Ask students to do a Think-Pair-Share about the most recent way they exhibited respectful behaviour e.g. saying please, thank you; giving up seat on bus; holding door open for someone etc. What other forms of respect can we add to our list – (school, home, sporting club, social activities etc)?

Students choose one of the following technologies/online tools:

* Mobile phones
* Email
* Digital cameras
* Blogs
* Social networking sites.

Groups should be of no more than four students and each technology may have more than one group assigned to it. In their groups, students brainstorm respectful behaviours associated with their chosen technology and use a graphic organiser or Mind Map to capture their input. Each point in their list must be short and succinct.

Students research their topic and add any additional respectful behaviours to their list. Students discuss which of the identified respectful behaviours relate to personal safety.

**Websites for student searching**

Internet

* <http://www.yeawedo.com/netiquette.htm>
* <http://www.kidsdomain.com/brain/computer/surfing/netiquette_kids.html>

Email

* [http://www.albury.net.au/new-users/netiquet.htm](http://www.albury.net.au/new-users/netiquet.htm%20)
* <http://www.penmachine.com/techie/emailtrouble_2003-07.html>
* <http://www.kidsdomain.com/brain/computer/surfing/netiquette_kids.html>
* <http://www.rscc.cc.tn.us/owl&writingcenter/cyberspace/Etiquette.html>

Mobile Phones

* <http://www.amta.org.au/articles/Mind.your.mobile.Manners>
* <http://phoneybusiness.com/etiquette.html>

Blogging

* <http://budtheteacher.com/wiki/index.php?title=Student_Blogging_Handbook>

Social Networking Sites

* <http://www.wiredsafety.org/internet101/netiquette.html>

**Using the Visual Ranking Tool**

Working in groups, students use the free Intel® Visual Ranking Tool (http://educate.intel.com/en/thinkingtools/Visualranking/) to rank the respectful behaviours related to their technology and justify their position. The whole group must agree with the order of the list and be prepared to defend the list.  
Students work in their groups to develop a brochure (electronic or hardcopy) promoting respect and personal safety around the use of the technology they researched above. Their planning should include a storyboard which shows the details that will go on each page and which student is responsible for each task.

As an alternative, students could develop a ‘How to’ book on using technology respectfully for their peers or for junior primary students.

**Teaching idea**

Teaching idea 3: Introduction to CyberQuoll  
CyberQuoll is an online program composed of six episodes in which the characters present scenarios and cybersafety tips in an engaging cartoon format. View Episode 1 of [CyberQuoll – Invasion of the Noobs](http://www.cybersmart.gov.au/cyberquoll/html/menu.html). [Teacher resources](http://www.cybersmart.gov.au/cyberquoll/html/teachers.html) are available.

**Who am I online? Who are my friends online?**

Focus: What’s real online?  
VELS: Level 4  
Objective: For students to develop and understanding of how avatars and handles can be used to protect their identity online and minimise risks in an online environment, developing appropriate avatars and handles, and potential dangers of online ‘friends’

**Discussion prompts**

1. What’s an avatar? What are some examples of avatars that students know from movies, television or the internet?
2. What’s a ‘handle’?
3. Do any of the students have an avatar or a handle? How did they decide on what these would be?
4. When would you use an avatar or a handle?
5. How can the use of avatars and handles help keep us safe online?
6. What would you want your avatar or handle to say about you?
7. How might an avatar or a handle be inappropriate?

**Teaching ideas**

Teaching idea 1: Meet my avatar

Note to teachers: In using any online tools with students, teachers should always check whether users must register first, what personal information might be required, the details of the privacy policy, how the personal information will be used and whether there are any age requirements to register. Teachers should also ensure that any advertising that appears is appropriate.

* Explain to students that they are going to create their own avatar using [doppelme](http://doppelme.com/)
* Take students on a tour of the site first, highlighting the FAQs, the sign-in page. registration page and privacy policy (students do not have to register in order to save their completed avatar using doppelme), but teachers may wish to take students through this process. This could be used to reinforce the importance of managing passwords securely.
* Ask students to create an avatar and choose a ‘handle’ (the handle could be used as their username)
* Avatars can be embedded into other applications and online tools such as blogs, wikis, PowerPoint presentations. Students could have their own page in class wiki where they embed their avatar and describe some of the ways in which they keep safe online.
* Working in pairs, ask students to take on the persona and handle of the avatar they have created and introduce themselves to a partner. They should describe themselves, their personalities, likes and dislikes.
* Based on these conversations, ask students to decide whether they believed their partner’s avatar. Did the avatar seem like a real person? Explain that the next task looks at avatars and how sometimes we can forget we are communicating with fictional characters.

Teaching idea 2: Are you for real?

This teaching idea uses three short one to two minute clips from the Australian Children’s Television Foundation’s program, Noah and Saskia (2005).  
[Clip 1 (Tomorrow never knows)](https://fuse.education.vic.gov.au/pages/View.aspx?pin=AE8LKN): In this clip, Saskia chooses an avatar in order to meet Max in Max Hammer’s Web Weave.

* Why did Saskia choose the paper bag avatar?
* What do you think Max’s avatar said about him?
* What did Max mean when he said ‘Reality is what you make it’ and ‘This reality is mine!’
* Why did he throw Saskia out of his online space?

[Clip 2 (Max and Indy avatars)](https://fuse.education.vic.gov.au/pages/View.aspx?pin=S9ZDXP): In this clip, Saskia goes back to Max Hammer’s Web Weave to again try to talk to Max, but this time creates a very different avatar for herself.

* How was Saskia’s new avatar different to her first avatar?
* Why did she feel she had to create a very different look for herself?
* How did her new ‘name’ fit her new avatar?
* How did Saskia describe chatting to Max?
* Saskia is still not sure she is talking to the real Max, but doesn’t seem to care. What advice would you give to Saskia about chatting to people online?

[Clip 3 (Who is Max Hammer?)](https://fuse.education.vic.gov.au/pages/View.aspx?pin=T89JJM): In this clip, Saskia goes to see her friend Renee to tell her about her chat with Max. Saskia feels that Max is real, but Renee reminds her that ‘he’s typing, words on a screen. He’s an idea.’ Why does Saskia feel that Max is real?

* Who is right – Saskia or Renee? Provide a reason for your response.
* Ask students to keep in mind the video clips they have seen. Discuss:
* What is friendship?
* Why is it important to have friends?
* Is everyone they interact with online a friend?
* What’s the difference between real friends and online friends?
* What websites do students currently use where they have online friends?
* How do they know these friends are who they say they are?

Ask which of the students have used chat and or social networking sites.

* Ask students to describe rules they use to keep safe and minimise harm when using these tools.
* Highlight safety tips from sites such as: Online friends – Cybersmart
* Have students create a class list of tips on the safe use of chat and social networking sites based on the video clips and discussion. Ask students to include tips about the use of avatars, noting that even though they may seem like nice, friendly people, avatars are personas their owners have created.

**Further resources**

[SuperClubsPlus Australia](http://www.superclubsplus.com.au/)

[Protecting me and you – online reality](http://www.cybersmart.gov.au/Schools/Teacher%20resources/Upper%20primary/The%20acma%20units%20of%20work.aspx) - ACMA Cyber[smart:] unit

[Childnet’s ‘Only a Game’ drama](http://kidsmart.org.uk/teachers/onlyagame.aspx) - full script, stage setting and accompanying lesson plans

[OpenSim at Haddon Primary School Case Study](http://netbooktrial.wikispaces.com/Case+Study+~+Haddon+Primary+School)

[Protecting me and you – interaction with online communities](http://www.cybersmart.gov.au/Schools/Teacher%20resources/Upper%20primary/The%20acma%20units%20of%20work.aspx) – ACMA Cyber[Smart:]

[Friend Finder Game](http://www.onguardonline.gov/games/friend-finder.aspx)

**Protecting my online identity**

Focus: My online identity  
VELS: Level 4  
Objective: For students to develop the understanding of protocols for publishing online; the use of credit cards, online forms and pop ups; the differences between personal information that should be kept private and that which is safe to share; strategies they can use to protect their online identity and security and minimise harm; how to develop appropriate online profiles.

**Discussion prompts**

1. What is untrustworthy and unreliable content?
2. What is inappropriate and illegal content?
3. What do you do when confronted with unwanted content?
4. How do you protect your reputation online?

**Teaching ideas**

Teaching idea 1: Finding stuff

CyberQuoll is an online program composed of six episodes in which the characters present scenarios and cybersafety tips in an engaging cartoon format

1. View [Cyberquoll Episode 2 - Finding stuff](http://www.cybersmart.gov.au/cyberquoll/html/menu.html). Chapters included in this episode:
   * The golden rules about email
   * Safe searching and family friendly search engines
   * Inappropriate content guidelines
2. Allow students to view Episode 2. Discuss as a class.
3. Ask students to suggest other search engines
4. Conduct a search on different search engines.

Teaching idea 2: My online profile

Discuss/revise the types of personal details that should not be shared with a stranger or posted online.

* What are some potential dangers of posting up this type of information?
* Use students’ suggestions to create a class list that highlights personal details that should never be posted online.
* What is an online profile?
* Why do some websites ask you to develop a profile about yourself?
* What might be some of the dangers of creating a profile of yourself that is suggestive or has information that is untrue?
* What should an online profile say about you?

1. Ask students to create an accurate online profile of themselves that does not contain any personal details would be appropriate for posting on the internet. A class wiki could be created for this purpose, with each student given a page on which to create their profile.
2. When they have finished, ask students to form groups of three or four and provide feedback on the profiles, using the class list created during the discussion as a guide
3. View [Cyberquoll Episode 3 - Making Waves](http://www.cybersmart.gov.au/cyberquoll/html/menu.html). Chapters included in this episode:
   * Some golden rules about chatting
   * What’s a handle?
   * Keep things from the net on the net
   * Some golden tips about online identity
   * Which emails should you delete?
   * Some golden tips about viruses, attachments and online hoaxes
   * Chat for a while…
   * Some golden tips about net etiquette.
4. Allow students to view Episode 3 individually or in pairs, or view as a class using a datashow project and/or interactive whiteboard. If viewing as a class, you may wish to ask students to predict what the golden tips at the end of some of the chapters might be, then view the tips and compare.
5. Ask students to explain how their online profile is safe given the tips they have seen in this episode or suggest changes they need to make.

Students can then go on and develop a message about ‘Protecting Your Identity’ on the home page of the wiki as a class-based resource.

Teaching idea 3: Puttin’ stuff up

1. View [Cyberquoll Episode 4 - Puttin’ stuff up](http://www.cybersmart.gov.au/cyberquoll/html/menu.html). Chapters included in this episode:
   * Content misuse by others
   * Uploading ‘appropriate’ photos to the Internet
   * Golden rules of online publishing
   * Uploading photos interactive
2. Allow students to view Episode 4. Discuss as a class.
3. Students can upload appropriate photos to the class wiki

Teaching idea 4: Who’s trying to trick you?

1. View [Cyberquoll Episode 5 - Trying it on](http://www.cybersmart.gov.au/cyberquoll/html/menu.html). Chapters included in this episode:
   * Using credit cards online
   * The four Ws
   * The lie detector
   * Tale of the evil pop-ups
   * The golden rules about forms and pop-ups.
2. Allow students to view Episode 5. Discuss as a class.
3. Ask students to suggest other questions that could go in to the ‘lie detector’ and add to the wiki.

Teaching idea 5: Budd: e

[Budd: e E Security – Primary](https://www.staysmartonline.gov.au/budd-e/primary/main.php) is an online activity-based learning program made up of nine activities. Students can complete the activities individually (approximately 5 – 10 minutes). Ideally each task would be followed by a class discussion (further 10 – 15 minutes). A comprehensive Teachers’ Resources booklet is downloadable from the site.

**Further resources**

Cyberquoll Episode 6: Kids in Cyberspace (The Big Picture). This is revision of the Cyberquoll program.

[Protecting me and you](http://www.cybersmart.gov.au/Schools/Teacher%20resources/Upper%20primary/The%20acma%20units%20of%20work.aspx) - ACMA (Cyber[smart:] units:

* protective behaviours
* interaction with online communities

**Protecting my online privacy**

Focus: My Online Privacy  
VELS: Level 4  
Objective: For students to develop an understanding of the importance of keeping passwords secure, Terms and Conditions and Privacy Statements on websites and how these can impact on their online privacy, and strategies they can use to protect their online identity

**Discussion prompts**

Discuss/revise what makes a strong password and why passwords should be kept secure and not shared. List ideas.

**Teaching idea**

Teaching idea 1: Setting up passwords

Ask students to work in pairs to check the information on [Stay Smart Online: Set up and protect your passwords](http://www.staysmartonline.gov.au/secure-computer/list/passwords) and [Choosing good passwords](http://www.auscert.org.au/render.html?it=2260).

**Discussion prompts**

1. Ask students to recall any websites they have used which require an online registration (e.g. gmail or hotmail account, online game sites etc).
2. What details were required? Why would the website owners want this type of information?
3. How do you decide whether it is safe to sign up to a website?

**Teaching idea**

Teaching idea 2: Read the small print!

1. Go to the [Neopets site](http://www.Neopets.com/) using an interactive whiteboard and spend a few minutes showing students around the site.
2. Go to the My Account (from the navigation bar) and click on Edit Profile. Then click on Sign Up Now to create an account. What details are being requested – do students think this is a safe online form to complete – why/why not?
3. Go back to the Home page and scroll down to the bottom of the page. Point out the links to the Terms and Conditions and Privacy Policy – have students seen these on other web pages before? Who has read them? What are they about? How might they help protect us online?
4. Go through these with the class. Why are the Terms and Conditions necessary? Are they easy to understand?
5. Go back to site’s home page and this time click on the Privacy Policy link. Why is this policy necessary? Is it easy to understand?
6. Neopets also has a link to Safety Tips. Go through these with the class. Why do they think the Neopets site has this section? Do all websites? Why/why not?
7. Go back to the Sign Up Now section of the site and ask the class if having read through the Terms and Conditions and the Privacy statements whether they think it would be safe to sign up for this site? Explain to students that even though a site looks safe, they should always check with a parent/carer, teacher or other trusted adult before filling out any online form.
8. Now compare the Terms and Conditions and Privacy Policy especially written for students to those found on a general website, such as Google (Google: Create an account)
9. Ask students whether they think it would be OK to fill out this online form - why/why not?
10. Scroll through the Google Terms of Service – how old do you need to be to sign up for Google services? What if you are not the required age?
11. Click on the Privacy Policy link at the end of the form which will take you to the Privacy Center, and then click on the Privacy Policy link in the navigation bar on the left-hand side. Scroll through this slowly so students can see the length of this policy. How are the Google samples different to the Neopets site samples? Ask students if they think the Google samples have been written for students/children? Why/why not? Discuss with students some possible rules about when it would be OK to register for a site or fill out any online form? e.g. when a parent/carer, teacher or other trusted adult is present; after they have read and understood the Terms and Conditions and Privacy Statement.
12. Ask students to go online and check to see if any of their favourite websites have Terms and Conditions, Privacy Statements and Safety Tips. Make up a class list of which do and which don’t. Students could continue to add to this list throughout the year to reinforce the importance of checking for this information and protecting their online privacy and identity.
13. Students should talk to their parents/carers or a trusted adult if they have registered for a site or completed an online form they are concerned about.

**Protecting myself from cyberbullying**

Focus: Cyberbullying  
VELS: Level 4  
Objective: For students to: identify the types of technology that may be used for cyberbullying; define bullying and cyberbullying; generate solutions for dealing with a cyberbullying situation; generate preventative strategies to protect themselves from a cyberbullying situation; define the term bystander and analyse the difference between helpful and harmful bystanders; identify outside organisations which have been set up to provide assistance.

Note: The discussion to introduce the topic of cyberbullying should be contextualised within the school’s Student Engagement Policy and the proactive steps to prevent any form of bullying, including cyberbullying. Teachers may wish to draw on this and ask students to complete a [double cell diagram](http://www.graphic.org/bubble.html) to show similarities and contrasts between bullying and cyberbullying. Students could complete this task using a Think-Pair-Share approach and ask each group to present their findings or complete the task as a whole class using an interactive white board.

Based on the students’ double cell diagrams, ask students to develop a class definition of bullying and cyberbullying (if not already defined/explained in the school policy). A description of terms can be found at the [Bullying. No Way!](http://bullyingnoway.com.au/talkout/spotlight/cyberBullyingIs.shtml) Site which you may like to show students as a comparison with their definition.

**Teaching ideas**

Teaching idea 1: What is Cyberbullying?

* Show students the list of technologies and their descriptions at [Bullying. No Way!](http://bullyingnoway.com.au/talkout/spotlight/cyberBullyingTechnology.shtml). Are there other technologies that students would add to the list (for example, digital cameras, mobile phones)?
* Have students work in pairs or small groups. On a large piece of paper, ask students to draw a table with three columns and label the first Technology, the second Type of Cyberbullying and the third column Preventative Action. In their pairs or groups, ask students to describe ways they know about where technology has been used to cyberbully others, for example, under the heading Technology, students could write Email and under the heading Type of Cyberbullying, students could write spread rumours about someone; email embarrassing photos of others. Under the heading Preventative Action, they could write delete emails; not forward emails on.
* When students have completed a number of examples of technologies and cyberbullying behaviours, have them present to class. Are all of the suggested strategies to avoid or respond to cyberbullying appropriate? Why or why not? What other alternatives might there be?
* Compare with the strategies presented at: [So what can we do?](http://bullyingnoway.com.au/talkout/spotlight/cyberBullyingPrevention.shtml)

Teaching idea 2: Don’t Be A Bystander

* Ask students if they know what the term ‘bystander’ means? When have they been a bystander? e.g. witnessed an accident, saw a scene being filmed.
* Sometimes, just being a bystander can be unkind or mean, such as when you see something bad/unpleasant happening and you don’t do anything to help. Provide students with some possible bullying situations where a bystander did nothing and ask them to develop a short scenario, for example a student deliberately knocking another’s student’s lunch to the ground; a student being teased and taunted by a group of students on their way to school each morning.
* Why might the bystanders in these situations not have assisted? Why do some people choose to be bystanders in similar situations? Compare students’ responses to those found at [Who are Bystanders?](http://www.bullyingnoway.com.au/talkout/spotlight/bystander/bystander_whoarebystander.shtml) and discuss the similarities and differences.
* Have students refer to the table they developed in the previous task. How would bystanders possibly act in the cyberbullying examples they described for the different technologies? Would the reasons for some people being bystanders in cyberbullying situations be the same as the reasons they identified earlier – why/why not?
* Invite students to debate the statement: Bystander? You’re Just as Guilty, drawing on the discussions that have taken place as part of this task.

Teaching idea 3: Cyberbullying – Don’t Stand For It!

View the video: [Talent Show (50sec)](http://teachertube.com/viewVideo.php?video_id=136893&title=Talent_Show)

* Ask students whether they agree with the message at the end of the video? Ask students to imagine themselves as one of the students in the auditorium who had just heard Lindsay’s speech and describe the action they would take.
* Using the message at the end of the video as an example, have students select one or two technologies from their list in teaching idea 1 and develop other slogans/messages to prevent cyberbullying.

Teaching idea 4: So What Should I Do if I’m Cyberbullied?

* Following on from the two teaching ideas above, ask students what strategies are available to them if they are cyberbullied?
* Compare the class list with the tips found at [Cyberbullying](http://www.cybersmart.gov.au/Teens/Tips%20and%20advice/Cyberbullying.aspx)
* Explain to students that there are outside organisations which have been set up to provide assistance. Highlight the information on assistance at [Bullying no way!](http://www.bullyingnoway.com.au/who/contacts-someone.shtml) and [Kids Help Line](http://www.cybersmart.gov.au/Report/Advice%20and%20help%20for%20children%20and%20young%20people.aspx)

**Further resources**

[ICT and Learning](http://vels.vcaa.vic.edu.au/downloads/supportmaterials/ictdomaininfo/feature_Feb06_7-12.pdf) - information and examples of the use of graphic organisers to support student learning

[Make your own movie](http://www.bullyingnoway.com.au/talkout/spotlight/makeyourown.shtml)

[Mobile phone tips](http://www.cyberbullying.info/tips/mobilephonetips.php%20)

[Are you a cyberbully? quiz](http://www.stopcyberbullying.org/kids/are_you_a_cyberbully.html%20)

[Feathers in the Wind](http://origin.www.netsmartz.org/education/download/resource.html?catalog=/feeds/video_catalog.rss&item=feathers)

[Tips to Stop Cyberbullying](http://www.safekids.com/tips-to-stop-cyberbullying/%20)

[Introduction to cyberbullying – avatars and identity](http://www.media-awareness.ca/english/resources/educational/lessons/elementary/cyberbullying/cyberbullying_avatars.cfm)